

## Mechanisms of Cooperation between Pre-School Education and School

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**Abstract:** This article talks about the content, mechanisms, methods and tasks of cooperation between the preschool educational organization and the school.

**Keywords:** PEI, cooperation, mechanism, intellectual heritage, universal values, investment.

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**Introduction.** The training of specialists on the basis of the rich intellectual heritage of the people and universal values, on the basis of the achievements of modern culture, economy, science, technology and technology is an important condition for the development of Uzbekistan.

As the President of the Republic of Uzbekistan stated in his speech at the opening ceremony of the "Second World Conference on Raising and Teaching Young Children" on November 15: "... attention and practical care for young people and children show, we pay special attention to raising them physically and spiritually. By developing children from a young age, we are creating a solid foundation for them to fully express their identity in the future. After all, there is no doubt that the investments spent on this noble goal will return tomorrow with several times more.

In particular, the transition of preschool children to school education always brings about serious changes in their life, morals, interests and relationships. Accordingly, the connection between the preschool education organization and the school is, on the one hand, the transfer of children to school with general development and polite upbringing that meets the requirements of school education, and on the other hand, the educator's knowledge acquired by older preschool children, relying on qualifications and experience, requires their effective use in the educational process.

**Discussion and result.** During the past period in our country, great work has been done on the establishment of an effective system of preschool education, the introduction of effective forms and methods of education, and the inclusion of education in the educational process, aimed at ensuring the formation of a healthy and well-rounded young generation. increased. The favorable conditions created for the development of public-private partnership in the field of preschool education created the basis for further increasing the number of non-state preschool educational institutions and expanding the types of services provided in them. At the same time, the analyzes carried out are to ensure the coverage of children with preschool education, to provide preschool educational institutions with modern teaching and methodical materials and literary literature, to solve the issues of attracting qualified pedagogues and leading personnel to the field. shows the need. The problem of adapting first-grade students to new educational conditions is particularly urgent. Child psychologists, teachers, doctors and scientists are given great attention in his research. Having thoroughly studied this issue, experts came to the conclusion that one of the factors affecting the adaptation of a first-grader in society is the continuity of kindergarten and school work. Creating a general educational environment: Preschool childhood is a favorable period for the formation and development of fundamental skills.

Cooperation between the preschool educational organization and the school is carried out in two directions:

1. Cooperation between the preschool education organization and the team of pedagogues of the

school.

2. Bringing children of preschool education organization and primary school students closer to each other.

Educators get acquainted with the content and specific aspects of the educational work carried out in the primary class, as a result, the prospects of preparing the child at the level of school requirements are determined in the preschool educational organization.

The leading activity of a preschool child is a game. The development of the main mental processes - memory, attention, thinking, imagination also actively develops in preschool age. During the transition from the preschool to the school institution, the child's body and psychology undergo restructuring. The process of passing the game is associated with the emergence of some difficulties in the child's perception of the educational process. Continuity of MTT and school work means creating a special integrated educational environment between these connections in a single system of continuous education. The main goal of educational institutions in creating such a unified educational environment is the reasonable development of a unified approach to education and training issues.

Recently, there is a lot of disagreement about the components of a child's intellectual readiness, so working together to improve the school readiness of six-year-old children is a very urgent task. At the same time, pay special attention to the formation of interest in school life in children being stirred up.

Mechanisms of creating a system of coherence between educational institutions:

Before solving the problem of ensuring the continuity of the MTT and the school, the heads of both educational institutions should conclude a mutual cooperation agreement, on the basis of which the process itself will be carried out. Taking into account the specific characteristics of educational institutions, it is appropriate to develop a joint project to create favorable conditions for transition from one educational system to another.

The first large-scale activity that ensures the continuity of MTT with the school should be monitoring the adaptation of children to different educational settings. Monitoring research begins during the child's stay in a preschool educational institution and continues throughout the school process. Taking into account the initial data of monitoring studies, joint activities are planned by specialists of both institutes.

The main directions of formation of a unified educational society:

A number of factors should be taken into account when creating a single educational space, first of all, all participants of the educational process should be involved in the system. The first direction of creating a unified social system among educational institutions is to work with pedagogical teams. Next works directly with preschool teachers and their families.

The main tasks of cooperation:

The first and main task of pedagogical teams is to create favorable conditions for the process of transferring a child from preschool to school.

**Conclusion.** The basis of cooperation is the prospective plan of joint work, in which the main tasks are clearly formulated, the content of various directions is determined, the specific form and deadlines of the work, and the persons responsible for its implementation are indicated. This leads to the success of practical cooperation.

Based on the above, achieving a high level of all-round meaningful work on the realization of the coherence of cooperation prepares the ground for children to study successfully at school.

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